

New Jersey Core Curriculum Content Standards for Career Education and Consumer, Family, and Life Skills

INTRODUCTION

The Vision

Rapid societal changes, including innovations in technology, information exchange, and communications, have increased the demand for internationally competitive workers and for an educational system designed to meet that demand. Today's students will be employed through much of the twenty-first century and will, therefore, need increasingly advanced levels of knowledge and skills. To obtain and retain high-wage employment that provides job satisfaction, they will also need to continue to learn throughout their lives. The career education and consumer, family, and life skills standards identify key career development and life skills that students must accomplish in order to achieve continuing success in various life roles related to continuing education, career development and personal growth.

Members of the business and industry communities have identified vital career and technical education skills. In 1992, the Secretary's Commission on Achieving Necessary Skills (SCANS) identified productive use of resources, interpersonal skills, information, systems, and technology as essential workplace competencies. The SCANS foundation skills include basic skills, personal qualities, and the ability to identify and solve real problems, reason effectively, and apply critical thinking skills.

To compete in this global, information-based economy, students must be able to identify and solve real problems, use appropriate tools, reason effectively, and apply critical thinking skills. The career and technical education and consumer, family, and life skills standards identify key career development and life skills which can also enhance [provide] personal behavior and professional conduct in life and careers. In addition to the SCANS report, the National Career Development Guidelines and National Standards for School Counseling Programs were used as resources. Educators may find these national standards as well as the national standards documents in other areas very useful resources.

Career and Technical Education

The career and technical arts standards at the elementary and middle school levels are designed to prepare students for further study **in career and technical education**, formerly known as **practical arts**, at the high school level. These courses typically include business education, family and consumer sciences, and other courses related to careers and life skills. In early elementary grades, career and technical education is designed to be integrated with other core content. At the middle and junior high school levels, the standard may be integrated or taught through rotational [vocational] career exploration programs as students work on interdisciplinary [career exploration] projects that develop employability and academic skills. At the high school

level, career and technical education programs establish necessary pathways for entering the world of work, continuing education, such as college, post-secondary vocational-technical education, specialized certification and/or registered apprenticeships, and lifelong learning. The essential elements include preparation for post-secondary pursuits as well as providing an essential foundation in everyday living skills. In essence, career and technical education is the application of life, academic, and occupational skills demonstrated by student-centered experiences in courses related to the sixteen States' Career Clusters supported by the state vocational technical directors from across the country. Career and technical education provides a variety of learning experiences to meet the needs of students having multiple learning styles.

Students interested in more intensive study at the high school level in one of the career clusters may participate in a vocational-technical education program as defined in N.J.A.C. 6A:19, Vocational Technical Education Programs and Standards. The career clusters include: agriculture, food, and natural resources; architecture and construction; arts, audio/video technology and communications; business, management, and administration; education and training; finance; government and public administration; health science; hospitality and tourism; human services; information technology; law, public safety and security; manufacturing; marketing, sales and service; science, technology, engineering, and mathematics; and transportation, distribution, and logistics.

Career and technical education programs enable students to:

- Describe and integrate basic skills, thinking skills, and personal qualities, as defined by the SCANS Report;
- Address self-knowledge, career planning, and [workplace readiness] employability skills utilizing technology, information, and other resources;
- Enhance academic achievement and motivation for learning;
- Explore career education and planning;
- Acquire necessary employability and interpersonal workplace skills; and
- Pursue specific courses and programs designed to lead to employment or post-secondary options in occupations included within the 16 States' Career Clusters.

Consumer, Family, and Life Skills

All students need to develop consumer, family, and life skills necessary to be a functioning member of society as outlined in standard 9.2. All students will be expected to develop original thoughts and ideas, think creatively, develop habits of inquiry, and take intellectual and performance risks. They will be expected to recognize problems, devise a variety of ways to solve these problems, analyze the potential advantages and disadvantages of each alternative, and evaluate the effectiveness of the method ultimately selected. Students will be expected to understand the components of financial education and make economic choices. In addition, students will be expected to work collaboratively with a variety of groups and demonstrate trustworthiness, responsibility, respect, fairness, caring and citizenship. Students apply principles of resource management and skills that promote personal and professional well-being. **The consumer, family, and life skills standard is designed to be integrated and applied in all of the Core Curriculum Content Standards.**

Standards and Strands

There are two career education and life skills standards, each of which has a number of lettered strands. The standards and strands include:

9.1 Career and Technical Education

- A. Career Awareness and Planning
- B. Employability Skills

9.2 Consumer, Family, and Life Skills

- A. Critical Thinking
- B. Self-Management
- C. Interpersonal Communication
- D. Character Development and Ethics
- E. Consumer and Personal Finance
- F. Safety

References

Campbell, Chari A, Ph.D. and Dahir, Carol A. Ed.D. (1997). National Standards for School Counseling Programs. Alexandria, VA: American School Counselor Association.

National Career Development Guidelines K-Adult Handbook. (1996). Online:
http://64.57.102.78/Old_Site/tabloid/guidelines.html#guidelines.

National Standards for Business Education. (2001). Content for Information Technology. Online:
<http://www.nbea.org/curriculum/bes.html>.

Vocational-Technical Education Consortium of States. (1998) National Standards for Family and Consumer Sciences Education. Online:
<http://ideanet.doe.state.in.us/octe/facs/natlstandards.htm>.

Secretary's Commission on Achieving Necessary Skills (SCANS). (1992). Learning a Living: A Blueprint for High Performance. A SCANS report for America 2000. Washington, DC: U.S. Department of Labor.

National Association of State Directors of Career Technical Education Consortium. (2003). States' Career Clusters. Online: Careercluster.org.

The Character Education Partnership. (2003) Online: <http://www.character.org/>.

Vocational Student Organizations such as:

DECA/DEX/Distributive education Clubs of America/Delta Epsilon Chi, (marketing Education);

FBLA-PLB/Future Business Leaders of America-Hi Beta Lambda, (Business/Technology Education);
FCCLA/ Family, Career, and Community Leaders of American (Family and Consumer Sciences);
FFA (Agri-Business Education);
HOSA /Health Occupations Students of America, (Trade and Industrial Education); and
TSA/Technology Student Association, Technology Education).

Wisconsin Department of Public Instruction. (2002) Wisconsin's Model Academic Standards.
Online: <http://www.dpi.state.wi.us/dpi/standards/index.html>.

STANDARD 9.1: (CAREER AND TECHNICAL EDUCATION) ALL STUDENTS WILL DEVELOP CAREER AWARENESS AND PLANNING, EMPLOYABILITY SKILLS, AND FOUNDATIONAL KNOWLEDGE NECESSARY FOR SUCCESS IN THE WORKPLACE.

Descriptive Statement: All students will explore career opportunities and make informed choices based on aptitudes and interests [acquire and evaluate career and assessment information]. Students will identify and pursue career goals, apply communications skills in work-relevant situations, demonstrate the ability to combine ideas or information in new ways, make connections between unrelated ideas, organize and present information, and allocate financial and other resources efficiently and effectively. Students will identify and use various print and non-print resources in the home, school, and community to seek and plan for [and obtain] employment. They will be able to use the job application process, including resumes, forms, and interviews.

Career and technical education, formerly called Practical Arts, is the application of life, academic, and occupational skills demonstrated by student-centered experiences in courses related to the sixteen States' Career Clusters. The intent at the elementary and middle school levels is to prepare all students for the option of further study in career and technical education at the high school level. These courses typically include business education, family and consumer sciences, and other courses related to careers and life skills. Career and technical education programs establish necessary pathways for secondary vocational-technical education programs, entering the world of work, continuing education (such as college, post secondary vocational-technical education, specialized certification and/or registered apprenticeships), and lifelong learning.

Those students electing courses in career and technical education should demonstrate both teamwork and problem-solving skills through a **structured learning experience**. This could consist of an experiential, supervised educational activity designed to provide students with exposure to the requirements and responsibilities of specific job titles or job groupings, and to assist them in gaining employment skills and making career and educational choices [decisions]. The experience may be either paid or unpaid, depending on the type of activities in which the student is involved. Examples include, but are not limited to: apprenticeships, community service, cooperative education, internships, job shadowing, school-based experiences, vocational student organizations, paid employment, and volunteer activities.

Cumulative Progress Indicators

By the end of **Grade 4**, students will:

A. Career Awareness and Planning

1. Describe various life roles and work-related activities in the home, community and school.
2. Identify abilities and skills associated with various careers.
3. Identify reasons people work and how work habits impact the quality of one's work.

B. Employability Skills

1. Describe and demonstrate the importance of personal and interpersonal skills.
2. Identify positive work habits and attitudes necessary for home, community, and school.

3. Identify reasons for working as part of a team.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Career Awareness and Planning

1. Demonstrate the ability to distinguish between job, occupation, and career.
2. Outline the steps in the career planning process.
3. Apply research skills to career exploration.
4. Analyze personal interests, abilities, and skills through various measures including self assessments.
5. Explore [a variety of] careers using hands-on real life experiences within [various career clusters as defined in] the sixteen States' Career Clusters.
6. Develop an individual career plan and include in a portfolio.
7. Plan and conduct a cooperative project that addresses one of the problems faced by the school and/or community.

B. Employability Skills

1. Research local and state employment opportunities.
2. Develop an employment package that includes a job application, letter of interest, and resume.
3. [Discuss and demonstrate appropriate behavior for a job interview.] Demonstrate job-seeking skills.
4. Describe and demonstrate appropriate work habits and interpersonal skills needed to obtain and retain employment.
5. Compare and contrast possible choices based on identified/perceived strengths, goals, and interests.
6. Identify and develop skills that are transferable from one occupation to another.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Career Awareness/Preparation

1. [Analyze] Re-evaluate personal interests, abilities, and skills through various measures including self assessments.
2. Evaluate academic and career skills needed in various career clusters.
3. Analyze factors that can impact an individual's career.
4. Review and update one's career plan and include in a portfolio.
5. Research current advances in technology that apply to a selected occupational career cluster.

B. Employability Skills

1. Assess personal qualities that are needed to obtain and retain a job related to career clusters.
2. Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.

3. Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings.
4. Evaluate the following academic and career skills as they relate to home, school, community, and employment:
 - Communication
 - Punctuality
 - Time management
 - Organization
 - Decision making
 - Goal setting
 - Resources allocation
 - Fair and equitable competition
 - Safety
 - Employment application skills
 - Teamwork
5. Demonstrate teamwork and leadership skills that include student participation in real world applications of career and technical education skills [through student organizations].

All students **electing further study** in career and technical education will also:

6. Participate in a structured learning experience that demonstrates interpersonal communication, teamwork, and leadership skills.
7. Participate in simulated industry assessments when and where appropriate.
8. Prepare industry-specific technical reports/projects that incorporate graphic aids when and where appropriate.
9. Demonstrate occupational health and safety skills related to industry-specific activities.

STANDARD 9.2 (CONSUMER, FAMILY, AND LIFE SKILLS) ALL STUDENTS WILL DEMONSTRATE CRITICAL LIFE SKILLS IN ORDER TO BE <u>FUNCTIONAL</u> [SUCCESSFUL] MEMBERS OF SOCIETY.
--

Descriptive Statement: All students need to develop consumer, family, and life skills necessary to be a functioning member of society. All students will be expected to develop original thoughts and ideas, think creatively, develop habits of inquiry, and take intellectual and performance risks. They will be expected to recognize problems, devise a variety of ways to solve these problems, analyze the potential advantages and disadvantages of each alternative, and evaluate the effectiveness of the method ultimately selected. Students will be expected to understand the components of financial education and make economic choices. Students will demonstrate self-awareness and the ability to respond constructively to criticism and potential conflict. In addition, students will be expected to work collaboratively with a variety of groups and demonstrate the essential components of character development and ethics, including trustworthiness, responsibility, respect, fairness, caring and citizenship. Students apply principles of resource management and skills that promote personal and professional well-being. Wellness, nutrition, and human relationships are an important part of consumer, family, and life skills. Wellness, nutrition, and human relationship cumulative progress indicators are not listed here as it would be duplication from the Health and Physical Education Standards. **The consumer, family, and life skills are to be applied and integrated across [with] all of the Core Curriculum Content Standards.**

Cumulative Progress Indicators

By the end of Grade 4, students will:

A. Critical Thinking

1. Recognize and define a problem.
2. Plan and follow steps to make choices and decisions.
3. Identify and access print and non-print resources that can be used to help solve problems.
4. Demonstrate brainstorming skills.

B. Self-Management

1. Demonstrate an understanding of the relationship between personal behavior and self-image.
2. Recognize and build upon personal strengths.
3. Accept criticism and respond constructively.
4. Recognize personal likes and dislikes.
5. Demonstrate the steps involved in dealing with stress and conflict.

C. Interpersonal Communication

1. Develop positive social skills to interact with others. [that includes patience, listening, and speaking.]
2. Select and use language appropriate to the situation.

3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.
4. Recognize and practice steps for handling effective conflict resolution.
5. Demonstrate the ability to work cooperatively with others to accomplish a task.

D. Character Development and Ethics

1. Demonstrate character traits that are important in day-to-day activities in the home, school, and community such as trust, responsibility, respect, fairness, caring, and citizenship.
2. Conduct a cooperative activity or project that addresses a character trait.
3. Identify ethical behaviors in the home, school, and community.
4. Explain a person's responsibility to obey the laws and rules.

E. Consumer and Personal Finance

1. Demonstrate a basic understanding of the value of money.
2. Identify various sources of money for personal spending.
3. Explore the relationship among wants, needs, and resources.
4. Understand that prices of goods and services can be compared to make decisions about purchases.
5. Explain how people can improve their ability to earn income by gaining new knowledge, skills, and experiences.
6. Demonstrate the ability to save and purchase a desired item as part of a spending plan.

F. Safety

1. Identify common hazards associated with home, school, and community.
2. Explain how common hazards can be eliminated in the home, school, and community.
3. Describe the safe use of tools and equipment at home and demonstrate such use in school.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Critical Thinking

1. Demonstrate the ability to communicate, analyze data, apply technology, and problem solve.
2. Describe how personal beliefs and attitudes affect decision-making.
3. Identify and assess problems that interfere with attaining goals.
4. Recognize bias, vested interest, stereotyping and the manipulation and misuse of information.
5. [Engage in] Practice goal setting and decision-making in areas relative to life skills.

B. Self-Management

1. Develop and implement a personal growth plan that includes short- and long-term goals to enhance development.
2. Demonstrate responsibility for personal actions and contributions to group activities.
3. [Set short- and long-term goals for personal growth.]

4. [Identify and demonstrate all life skills.]
3. Explain the need for and advantages of lifelong learning.

C. Interpersonal Communication

1. Demonstrate respect and flexibility in interpersonal and group situations.
2. Organize thoughts to reflect logical thinking and speaking.
3. Work cooperatively with others to solve a problem.
4. Demonstrate [positive] appropriate social skills within group activities.
5. Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.
6. Participate as a member of a team and contribute to group effort.

D. Character Development and Ethics

1. Explain and demonstrate how character and behavior affects and influences the actions of others in the home, school, and community.
2. Describe and demonstrate appropriate character traits, social skills, and positive attitudes needed for the home, school, community, and workplace.
3. List problems and their causes, effects and solutions that are faced in the home, school and/or community.
4. Describe how personal ethics influence decision making.

E. Consumer and Personal Finance Skills

1. Identify and demonstrate personal finance skills in checkbook maintenance and investing.
2. Describe basic economic concepts in the production and marketing of goods and services.
3. Describe the role credit plays in our economy.
4. Construct a simple personal savings/spending plan.

F. Safety

1. Demonstrate appropriate safety procedures for hands-on experiences.
2. Demonstrate the use of recommended safety and protective devices.
3. Describe appropriate response procedures for emergency situations.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Critical Thinking

1. Apply communications and data analysis to the problem-solving and decision making processes [to] in a variety of life situations.
2. Describe and apply constructive responses to criticism.
3. Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.
4. Recognize bias, vested interest, stereotyping and the manipulation and misuse of information while formulating solutions to problems that interfere with attaining goals.

5. Apply knowledge and skills needed to use various means of transportation within a community.

B. Self-Management

1. Revise and update the personal growth plan to address multiple life roles.
2. Apply project planning and management skills in academic and/or occupational settings.
3. Compare and contrast methods for maximizing personal productivity.

C. Interpersonal Communication

1. Model interpersonal and effective conflict resolution skills [to peers].
2. Communicate effectively in a variety of settings with a diverse group of people.

D. Character Development and Ethics

1. Analyze how character influences work performance.
2. Identify and research privileges and duties of citizens in a democratic society.
3. Discuss consequences and sanctions when on-the-job rules and laws are not followed.
4. Compare and contrast a professional code of ethics or code of conduct from various work fields and discuss similarities and differences.
5. Apply a professional code of ethics to a workplace problem or issue.

E. Consumer and Personal Finance

1. Analyze factors that influence [employment] gross and net income.
2. Design, implement, and critique a personal financial plan.
3. Discuss how to obtain and maintain credit.
4. Prepare and use skills for budget preparation, making predictions about income and expenditures, income tax preparation, and adjusting spending or expectations based on analysis.
5. Use comparative shopping techniques for the acquisition of goods and services.
6. Analyze the impact of advertising on personal purchasing decisions.
7. Evaluate the actions a consumer might take in response to excess debt and personal financial status.
8. Analyze the interrelationships between the economic system and consumer actions in a chosen career cluster.

F. Safety

1. Engage in an informed discussion about rules and laws designed to promote safety and health.
2. Identify basic first aid and safety procedures.
3. Identify workplace hazards.
4. Practice safe use of tools and equipment.
5. Implement safety procedures in the classroom and workplace where appropriate.
6. Engage students in informed discussions about motor vehicle safety, motor rules and regulations, defensive driving, and personal responsibilities on public roads/streets that lead to lifelong safe driving/pedestrian behaviors.